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ABSTRACT

Following a brief introduction, which provides background information about the development of the cross-cultural counseling program at Columbia University, New York, this paper describes the conceptual model on which the program is based. The two levels of program structure are described, i.e., the generic level common to all counseling students, and the specializations level for varied settings or research interests (counseling older adults, counseling in business and industry, counseling the culturally different). The latter program is discussed in detail including: descriptions of the curricular content for two courses offered to increase awareness of how cultural differences affect the counseling process (Implications of Ethnic and Socioeconomic Differences for Counseling and Guidance, and Counseling Culturally Different Women); and two courses aimed at developing specific skills (Guidance Techniques for the Bilingual Child and Family, and a laboratory/experimental version of Implications of Ethnic and Socioeconomic Influences). Responses to the program over the past 2 years are presented, and offerings in cross-cultural counseling in the continuing education program are described. The paper concludes with a brief discussion of the role and future directions of the program. A diagram of the conceptual model is appended. (MCF)

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The Cross Cultural Counseling Specialization at Teachers College Columbia University

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INTRODUCTION AND BACKGROUND

In many respects the development of the cross cultural counseling training program at Teachers College represents a synthesis of the College's commitments to applied social science, the diversity of the New York metropolitan area, the interest of the program faculty, and the timely nature of questions concerning the practical psychological implications of ethnic and cultural differences in the application of psychology.

Cross Cultural counseling came to Teachers College Columbia University in the summer of 1980 as a result of the culmination of a merger of two separate programs in counseling. The merger coincided with the hiring of three new faculty and the reexamination and reevaluation of our training philosophy and objectives. Prior to the merger the two departments Applied Human Development and Guidance and Counseling Psychology had become closely articulated but had not developed a cohesive notion of their collective mission. Two of the new faculty members, Professor Duran and me had interest and experience in cross cultural counseling. In addition I had conducted my dissertation research at Teachers College in the area of cross cultural counselor training (Johnson,1982). The program that I will be describing here is the result of our collaborative work over several months before and after the final implementation of the merger plans. It is important to note that the program is still being developed and will be evaluated

intensively within the next two years.

The next steps for our department group were taken in the form of working out the form of the program and the training objectives we wanted it to acheive. Our task was undertaken through weekly meetings and culminated in a three day departmental retreat. These discussions led us to conclude that what we wanted was to design a program that reflected both our individual and collective interests and abilities and was strong in the fundamentals of counseling. What emerged over time was a program that was influenced greatly by the cubic conceptions of Morril, Oetting, and Hurst (1974). What we developed was a matrix that reflected our strengths as well as our collective priorities for training in direct service and research. (See Figure 1).

What you see in Figure 1 reflects our design of the conceptual points that we felt our program should touch upon. As you can see our cube is is bordered by the lifespan on the left side of the cube. human needs and competencies across the top of the cube and special client characteristics across the bottom of the cube. In our view these points and cells represent the universe of possibilities for research and service in counseling psychology. The cube itself is surrounded by two circles or spheres, the first representing intervention strategies and the second representing perspectives within the field of applied psychology. Each domain of this design reflects either generic or specialized aspects of counseling training.

Prior to this work the two counseling programs at Teachers College had done a creditable job of counseling training for either school or clinical settings, Applied Human Development and Guidance trained counselors for primarily school and agency settings, while the Counseling Psychology program trained what were typically oriented counseling psychologists for schools and hospitals.

This conceptual model is operationalized through a program structure that builds in course work at two different levels. The first level can be thought of as the generic level, the level of training experiences that are common to all counseling students. The second level is the specializations level or the level of training for special settings or special research interests. At the generic level, we offer basic counseling skills training, research training, practica in group and individual counseling statistics and measurement. On the second level we offer courses that address specialized counseling topics that we feel represent the range of possibilities for our students as they enter the work force. In addition a student can elect to have no specialization or to use his/her specialization option to take additional research and measurement courses in preparation for doctoral study. These specializations represent our synthesis of faculty experience and the various facets of the cube that was described before.

The formal specializations are as follows:

Counseling Older Adults

Counseling in Business and Industry

Counseling College Students

School Guidance

Vocational Rehabilitation Counseling

Counseling Adolescents and Adults from Diverse Socioeconomic and Cultural Backgrounds.

There are two additional specializations in the development stages, they are:

International Guidance and Program Development

Applying The New Technologies in Counseling

In our view these options reflect the increasing complexity of the counseling enterprise now and in the immediate future.

THE SPECIALIZATION IN COUNSELING THE CULTURALLY DIFFERENT.

As indicated earlier this specialization is intended to train counseling psychologists and psychological counselors to work effectively with clients that differ from them in culturally related ways. This objective is addressed in a fashion that acknowledges the dimensions of knowledge. awareness and skill as articulated by Pedersen (1983). Each of theses dimensions is addressed by a different aspect of our training program. First cultural knowledge is built into the

program through closely articulated course selections that draw upon related offerings throughout the college. The knowledge dimension is also supplemented by several special departmental course offerings that I will describe later.

Thus a student electing the specialization in counseling the culturally different would be required to select from an array of related courses in combination with required courses to complete the specialization. This is indicated on the sample program guides I distributed earlier. As you can see this program draws heavily on the supporting offerings of our programs in developmental psychology, applied anthropology, and bilingual education, each of which offers courses that provide specific forms of knowledge related to the impact of culture on psychological functioning.

Within the department we offer two courses that are designed to deal the the dimension of awareness. Both are specially focused on developing awareness of how cultural difference might affect the course of the counseling process. The first is TP-5164 Implications of ethnic and socioeconomic difference for counseling and guidance. This course is a survey course designed to provide awareness of the foundation literature in cross cultural counseling. It is delivered in a lecture/discussion format and uses two texts. They are; Pedersen and Marsella's (1981) Cross Cultural Counseling and Psychotherapy and Sue's (1981) Counseling the Culturally Different. Class readings are typically supplemented with selections from current journals along with

videotaped lectures and interviews produced by the instructor as part of his dissertation research.

The main course objectives are the development of a thorough working knowledge of the cross cultural counseling literature and achieving specific awareness of the theoretical and practical issues attendant to the practice of cross cultural counseling and/or psychotherapy. The course is structured to cover basic concepts in cross cultural counseling theory in the begining and then to examine how they might be manifest in counseling with members of the major racial/ethnic groups within the United States. Within the course of the semester the class examines the implications of a cross cultural counseling approach to working with Afro-Americans, Asian-Americans, Hispanic-Americans, and American Indians using the previously mentioned materials. Weekly readings are discussed in class using prepared questions and those that come up in the course of the discussion.

The second course in the awareness category is TP-4068 Counseling culturally different women. In this course students are involved in a structured group process designed to increase their awareness of the interaction of race, ethnicity, and gender in the counseling process. The course is structured around readings, lecture/discussion, and out of class activity assignments such as locating and interviewing a non-white female mentor in order to build personal constructs and keeping and submitting an academic course journal to help integrate concepts. Texts for this course include; Friere's (1981) Pedagogy of the Oppressed,

Hong-Kingston's (1975) The Woman Warrior, Melville's (1980) Twice a Minority: Mexican American Women, and Rodgers-Rose's (1980) The Black Woman. Dialogic encounter is a critical element in achieving the awareness objectives of the course. The course is taught by Professor Anna Duran with several guest lecturers from ethnic minority backgrounds. Both these courses serve to meet objectives that can legitimately be called awareness.

In the category of skill courses there are also two departmental offerings. In this domain of courses the objectives of the training classes are oriented toward developing specific skills in cross cultural counseling. The first of these is offered by Professor Duran through the the program in bilingual education under the title Guidance Techniques for the Bilingual Child and Family (TL-5023). The specific skill objectives of this course are incorporated into assignments that address the skills needed to design interventions in bilingual educational settings. Students examine theoretical models of bilingualism as a psychological phenomenon in preparation for identifying barriers and resources in effective service delivery to bilinguals. Additional assignments are completed in small groups as preparation for the collaborative design of interventions. Supporting texts for this course include; Henderson's (1979) Understanding and Counseling Ethnic Minorities Ivey & Simek-Downing's (1980) Counseling and Psychotherapy: Skills, Theories, and Practice. Rodriguez's (1980) Hunger of Memory and Torbiorn's (1980) Living Abroad: Personal Adjustment.

The second skill course is offered by me. It is TP-5165, the second course entitled Implications of Ethnic and Socioeconomic Difference for Counseling and Guidance. This course is a laboratory course comprised entirely of experiential exercises. Students are required to keep a course journal that documents their experiences of the laboratory training. The first half of the course is comprised of an adapted form of Birnbaum's (1975) structured group interview techniques. In this phase students develop facility discussing culturally relevant material in personal terms in an ethnically integrated context while examining the inherent cultural patterns in their own development. The second half of the course includes simulated cross cultural counseling interviews and coalition training Pedersen (1976). Group discussion and debriefing follow each transition in activity. Course activities are often supplemented with exercises from Casse's (1979) Training for the Cross Cultural Mind. In this phase students develop skill in intercultural counseling through practice in handling sensitive culturally related material, making and recovering from mistakes, and critically examining their own performance in the counselor role. These four courses form the core of departmentally offered courses in cross cultural counseling at Teachers College Columbia University.

RESPONSES TO THE CURRENT PROGRAM

The program just described has been in operation for only two years. In that time we have received quite regular feedback from the students enrolled in it. Each of the aforementioned courses has been subjected to annual departmental evaluation. Enrollment data are kept by program specialization and as lead advisor for the program I have had ample opportunity to discuss the program with most of the students enrolled. Student response seems to support the development of the program specialization in several ways.

First, in the two years that the program has been in operation it has grown to become the largest specialization in the department. Out of a total student enrollment of 285 for the counseling program 54 were registered as specializing in counseling the culturally different. Masters degree students outnumber doctoral students in this area by about 4 to 1. In addition the specialization has a much higher percentage of non-white and international students than any of the other options. Currently the specialization is comprised of approximately 65% minority and international students at both the doctoral and master of education level.

Another index of support for the specialization has been the large number of inquiries and applications it has generated. For example our incoming class of doctoral students (n=19) contains 11 students who expressed initial interest in specializing in counseling the culturally different. A similarly large number of our initial

inquiries have also been in reference to this program specialty.

Among students currently registered in the cross cultural specializaton there has been a consistent press for more courses in the area. Specifically I have been asked to develop a course that prepares students to conduct cross cultural counselor training. In addition several students have inquired regarding the possibility of fieldwork and/or supervision with a cross cultural focus. These options are under consideration by the departmental faculty for the next academic year (84-85). In partial response to the increased interest in this area I am offering a research seminar this fall and spring that will be devoted to the cross cultural approach in counseling research. Registration in this seminar will be restricted to doctoral students.

In brief it appears that we have the beginings of an attractive and viable pre-service program in cross cultural counseling. Based in part on the response of our students to this program we attempted our first continuing education program in this area in the spring of this year.

CONTINUING EDUCATION IN CROSS CULTURAL COUNSELING

Recently the Department of Counseling Psychology in conjunction with Teachers College's Office of Continuing Education has begun to offer two additional cross cultural counseling activities that have relevance to the training program even though they are targeted for audiences outside of the college. The first is the annual Teachers

College Winter Roundtable on Cross Cultural Counseling and Psychotherapy. This event was conducted for the first time from February 11-13, 1983. Last year's roundtable had the theme of "Managing the Practical Dilemmas of Cross Cultural Approaches to Counseling and Psychotherapy". The roundtable was developed as forum for researchers, students, and practitioners interested in cross cultural counseling and psychotherapy. This year's roundtable attracted 110 individuals who attended a three day program of invited papers and addresses by local and national experts in cross cultural counseling and psychotherapy. Over half of those in attendance were psychology students from Teachers College who registered for the roundtable as an elective course. Many of those students in attendance were not counseling students but were students from other applied psychology programs within the college. In addition there were social workers, psychiatrists, medical anthropologists, and management consultants who participated.

The roundtable was evaluated positively by those in attendance. This success led to a firm commitment from the College to conduct two continuing education programs in cross cultural counseling for the 83-84 academic year and the possibility of another for summer 84. Consequently, we have a one day skill-building workshop planned for November 19, 1983 entitled, Working with the Culturally Different Client. This will be followed in February 1984 by the second annual Teachers College Winter Roundtable on Cross Cultural Counseling and Psychotherapy. Both of these activities will be offered for either continuing education credit or graduate credit through the college.

The program for the November 19th workshop will include Peter Kim of the New York University Medical Center, Richard Orange, a New York based management consultant, Paul Pedersen of Syracuse University and me. This program is intended for practitioners in mental health, social services, and human resource development. This program is intended to stimulate interest and involvement in cross cultural training among individuals already in professional positions in the aforementioned fields. It will involve a full day of lectures and experiential exercises designed to illustrate the impact and importance of cultural difference for human service practices and processes.

The Winter Roundtable will be held from Friday February 17th through the 19th, 1984. Its central theme is, "Research in Ethnic and Gender Identity: Implications for Cross Cultural Counseling and Psychotherapy. There are sub-theme topics in the key areas of research practice and training to allow for the presentation of applied and theoretical work. There is a call for papers in circulation for this conference and the deadline for submission of abstracts is October 8, 1983. We are seeking submission in both professional and student categories in the hope that we can stimulate cross fertilization of ideas. An added feature of the second roundtable will be a group session on graduate training in cross cultural counseling that we hope will serve as an arena for making contacts and gathering information.

DISCUSSION

In the last three years we have developed an apparently viable training option in cross cultural counseling. The next steps for us are several. First, and in my view foremost, is a comprehensive evaluation of the program. It is already clear that the program option has a great deal of appeal for students from ethnic and minority backgrounds. It is also clear that the continuity of the program could be substantially improved by the addition of courses in training and the provision of systematic opportunities for supervision and practice in cross cultural counseling. Whether or not these options are pursued will depend in large measure on the outcome of our evaluation and self study in this program area. Second, is the issue of the elective status of the cross cultural courses. Even though they are popular only about 20% of our students elect the specialty. Others may elect to take one or another of the courses, but many will graduate without the skills, knowledge, and awareness necessary to refine their intercultural effectiveness. Currently there is mixed feeling as to whether some one of the cross cultural courses should be required. This issue will also be addressed in the coming year.

To be sure the multiethnic/multiracial character of the New York metropolitan area has played a significant role in supporting the program's development and rapid growth. There is no way to judge the limits of the program's growth at this stage but there continues to be strong interest in what it offers. Likewise, the market for our

continuing education efforts in cross cultural training is yet to be defined. The department remains committed to the basic concepts of the program and any new developments will be determined by the outcome of its evaluation. Hopefully one of my colleagues or I will be able to return to this forum to report on the outcome of our evaluation.

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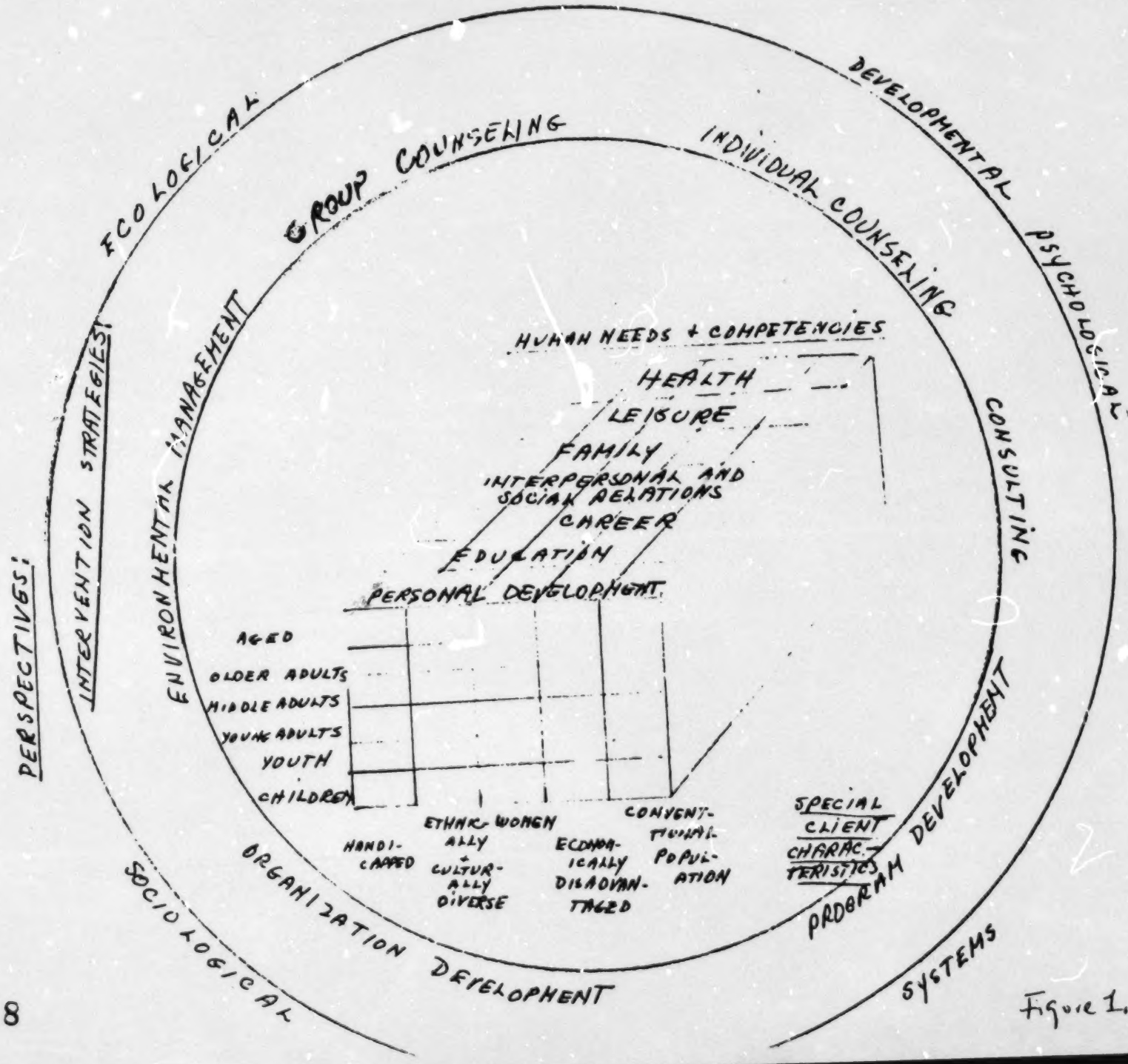
PERSPECTIVES:
INTERVENTION STRATEGIES
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GROUP COUNSELING
INDIVIDUAL COUNSELING
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CONSULTING
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LEISURE
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EDUCATION
PERSONAL DEVELOPMENT
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MIDDLE ADULTS
YOUNG ADULTS
YOUTH
CHILDREN
HANDI-CAPPED
ETHNICALLY CULTURALLY DIVERSE
WOMEN
ECONOMICALLY DISADVANTAGED
CONVENTIONAL POPULATION
SPECIAL CLIENT CHARACTERISTICS
PROGRAM DEVELOPMENT
SYSTEMS
ORGANIZATION DEVELOPMENT
SOCIOLOGICAL

Figure 1.